

About The New England Common Assessment Program

This report highlights results from the Fall 2010 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade—in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1–3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2010 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

School Results

School: Lewiston Middle School

District: Lewiston School Department

Code: 1088-1285



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Grade Level Summary Report

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	297			306			14,368			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	289	290	289	295	296	293	13,958	13,983	13,904	97	98	97	96	97	96	97	97	97
With an approved accommodation	55	56	55	57	58	57	2,067	2,100	2,026	19	19	19	19	20	19	15	15	15
Current LEP Students	35	36	35	35	36	35	290	317	289	12	12	12	12	12	12	2	2	2
With an approved accommodation	22	23	22	22	23	22	111	149	126	63	64	63	63	64	63	38	47	44
IEP Students	39	40	39	45	46	43	2,141	2,145	2,124	13	14	13	15	16	15	15	15	15
With an approved accommodation	30	31	30	32	33	32	1,681	1,689	1,650	77	78	77	71	72	74	79	79	78
Students not tested in NECAP	8	7	8	11	10	13	410	385	464	3	2	3	4	3	4	3	3	3
State Approved	5	3	5	8	6	8	263	223	254	63	43	63	73	60	62	64	58	55
Alternate Assessment	2	2	2	5	5	5	201	190	189	40	67	40	63	83	63	76	85	74
First Year LEP	2	0	2	2	0	2	29	0	29	40	0	40	25	0	25	11	0	11
Withdrew After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Special Consideration	1	1	1	1	1	1	33	33	36	20	33	20	13	17	13	13	15	14
Other	3	4	3	3	4	5	147	162	210	38	57	38	27	40	38	36	42	45

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	297	5	3	289	56	19	141	49	71	25	21	7	846	295	19	49	25	7	846	13,958	17	56	22	5	847
MATH	297	3	4	290	29	10	113	39	64	22	84	29	839	296	10	39	22	29	839	13,983	17	42	22	20	842
WRITING	297	5	3	289	29	10	138	48	87	30	35	12	840	293	10	47	30	13	840	13,904	7	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Reading Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

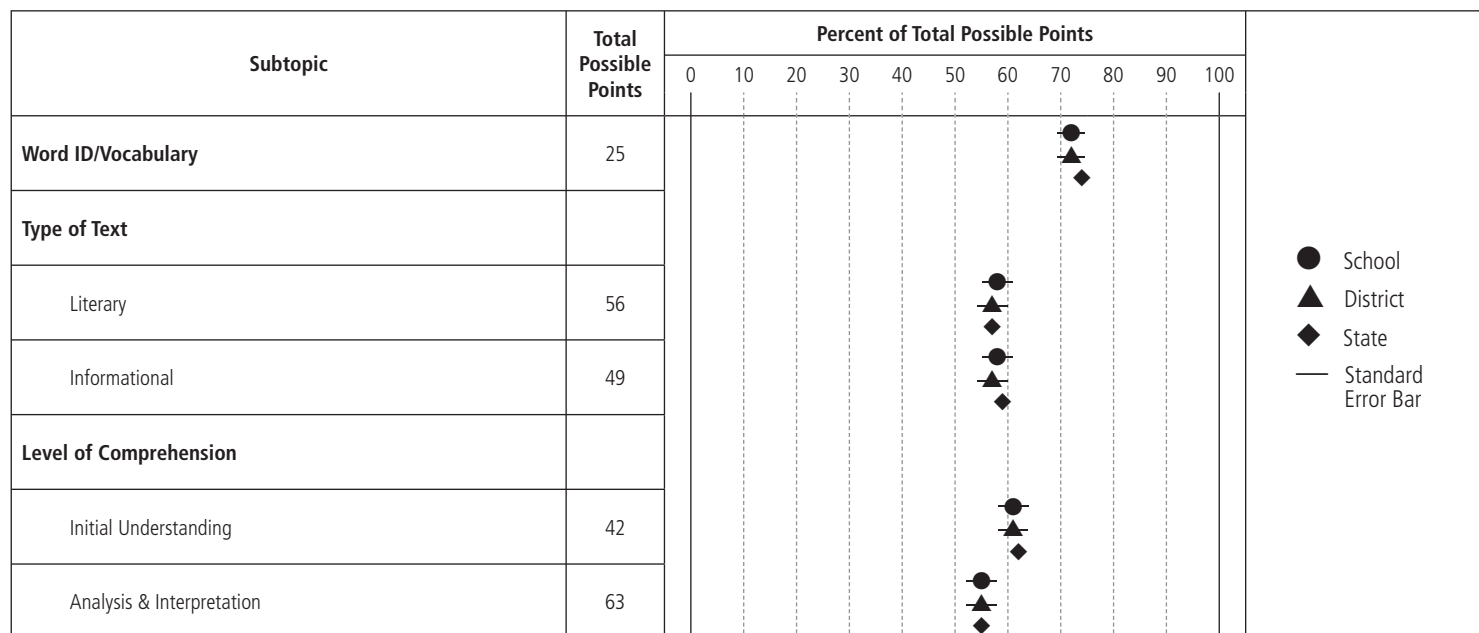
Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	338	7	0	331	37	11	158	48	86	26	50	15	843
2009-10	297	5	3	289	56	19	141	49	71	25	21	7	846
2010-11 Cumulative Total													
DISTRICT													
2008-09	347	8	0	339	37	11	159	47	89	26	54	16	842
2009-10	306	8	3	295	56	19	144	49	73	25	22	7	846
2010-11 Cumulative Total													
STATE													
2008-09	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2009-10	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2010-11 Cumulative Total													





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Reading Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	297	5	3	289	56	19	141	49	71	25	21	7	846	295	19	49	25	7	846	13,958	17	56	22	5	847
Gender																									
Male	148	3	2	143	24	17	65	45	42	29	12	8	844	148	16	46	29	9	844	7,260	12	56	26	7	845
Female	149	2	1	146	32	22	76	52	29	20	9	6	848	147	22	52	20	6	848	6,698	22	55	18	4	849
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	6	0	0	6										6						188	10	57	22	12	844
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						155	14	53	26	6	846
Asian	1	0	0	1										1						158	27	58	14	2	852
Black or African American	62	2	1	59	12	20	14	24	24	41	9	15	841	59	20	24	41	15	841	373	10	42	36	12	842
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	33	50	8	8	851
White	225	3	2	220	41	19	125	57	44	20	10	5	848	226	18	57	20	5	848	12,977	17	56	22	5	847
Two or more races	1	0	0	1										1						95	12	63	24	1	847
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	38	2	1	35	2	6	3	9	23	66	7	20	833	35	6	9	66	20	833	290	3	40	42	15	838
Former LEP student - monitoring year 1	2	0	0	2										2						14	50	50	0	0	858
Former LEP student - monitoring year 2	1	0	0	1										1						19	37	63	0	0	857
All Other Students	256	3	2	251	51	20	138	55	48	19	14	6	848	257	20	55	19	6	848	13,635	17	56	22	5	847
IEP																									
Students with an IEP	44	3	2	39	1	3	10	26	15	38	13	33	832	45	2	29	38	31	833	2,141	2	27	47	25	835
All Other Students	253	2	1	250	55	22	131	52	56	22	8	3	849	250	22	52	22	3	849	11,817	20	61	18	2	849
SES																									
Economically Disadvantaged Students	176	3	2	171	32	19	72	42	50	29	17	10	844	177	18	42	29	10	844	5,870	9	52	31	9	843
All Other Students	121	2	1	118	24	20	69	58	21	18	4	3	850	118	20	58	18	3	850	8,088	23	58	16	3	850
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	297	5	3	289	56	19	141	49	71	25	21	7	846	295	19	49	25	7	846	13,955	17	56	22	5	847
Title I																									
Students Receiving Title I Services	65	0	0	65	1	2	37	57	25	38	2	3	842	65	2	57	38	3	842	1,078	6	47	39	8	842
All Other Students	232	5	3	224	55	25	104	46	46	21	19	8	848	230	24	47	21	9	847	12,880	18	56	21	5	848
504 Plan																									
Students with a 504 Plan	5	0	0	5										5						331	12	59	26	3	846
All Other Students	292	5	3	284	56	20	140	49	67	24	21	7	847	290	19	49	24	8	846	13,627	17	56	22	5	847

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Mathematics Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

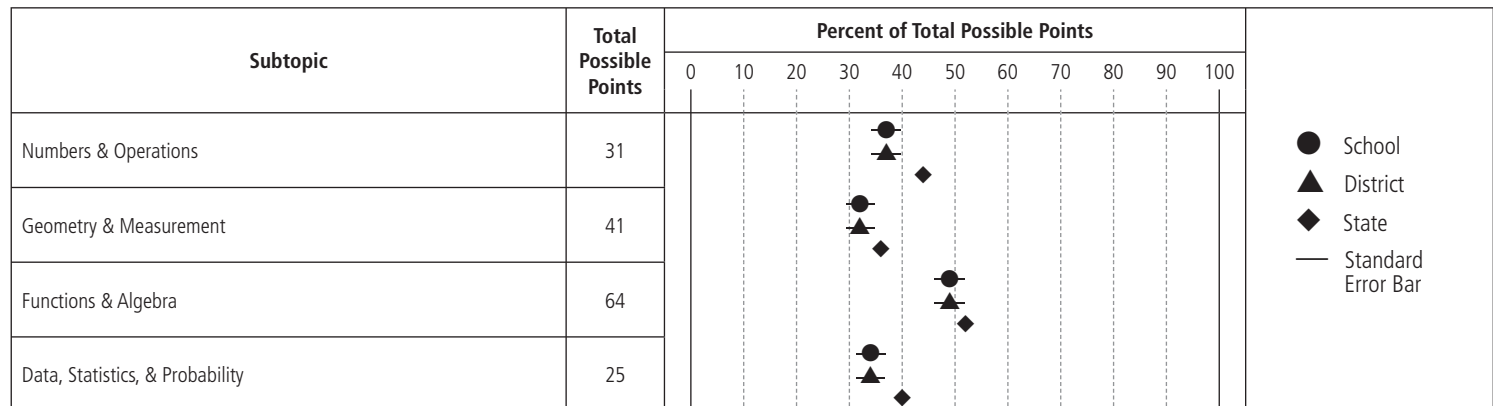
Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09													
2009-10	338	3	1	334	29	9	119	36	79	24	107	32	837
2010-11	297	3	4	290	29	10	113	39	64	22	84	29	839
Cumulative Total													
DISTRICT													
2008-09													
2009-10	347	4	2	341	29	9	119	35	80	23	113	33	837
2010-11	306	6	4	296	29	10	115	39	65	22	87	29	839
Cumulative Total													
STATE													
2008-09	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
Cumulative Total													





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Mathematics Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	297	3	4	290	29	10	113	39	64	22	84	29	839	296	10	39	22	29	839	13,983	17	42	22	20	842
Gender																									
Male	148	2	2	144	20	14	58	40	25	17	41	28	840	149	13	40	17	29	840	7,279	17	42	21	20	842
Female	149	1	2	146	9	6	55	38	39	27	43	29	838	147	6	37	27	30	838	6,704	15	42	23	19	842
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	6	0	0	6										6						189	8	41	22	29	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						156	15	37	23	25	840
Asian	1	0	0	1										1						160	27	43	18	13	845
Black or African American	62	0	2	60	5	8	15	25	8	13	32	53	833	60	8	25	13	53	833	389	5	26	25	44	835
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	8	67	25	0	844
White	225	3	2	220	23	10	95	43	53	24	49	22	841	226	10	43	24	23	841	12,982	17	43	22	19	842
Two or more races	1	0	0	1										1						95	8	44	19	28	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	38	0	2	36	0	0	3	8	6	17	27	75	826	36	0	8	17	75	826	317	3	24	26	48	833
Former LEP student - monitoring year 1	2	0	0	2										2						14	43	36	14	7	847
Former LEP student - monitoring year 2	1	0	0	1										1						19	37	37	26	0	847
All Other Students	256	3	2	251	27	11	109	43	58	23	57	23	841	257	11	43	23	23	841	13,633	17	43	22	19	842
IEP																									
Students with an IEP	44	2	2	40	0	0	6	15	4	10	30	75	828	46	0	17	11	72	829	2,145	2	15	23	60	831
All Other Students	253	1	2	250	29	12	107	43	60	24	54	22	841	250	12	43	24	22	841	11,838	19	47	22	12	844
SES																									
Economically Disadvantaged Students	176	2	2	172	12	7	61	35	37	22	62	36	837	178	7	35	21	37	837	5,888	7	37	27	29	838
All Other Students	121	1	2	118	17	14	52	44	27	23	22	19	842	118	14	44	23	19	842	8,095	23	46	18	12	844
Migrant																									
Migrant Students	0	0	0	0										0						2					
All Other Students	297	3	4	290	29	10	113	39	64	22	84	29	839	296	10	39	22	29	839	13,981	17	42	22	20	842
Title I																									
Students Receiving Title I Services	65	0	0	65	0	0	10	15	32	49	23	35	836	65	0	15	49	35	836	1,086	5	28	34	34	837
All Other Students	232	3	4	225	29	13	103	46	32	14	61	27	840	231	13	45	14	28	840	12,897	18	43	21	18	842
504 Plan																									
Students with a 504 Plan	5	0	0	5										5						331	14	45	24	17	842
All Other Students	292	3	4	285	29	10	111	39	62	22	83	29	839	291	10	39	22	30	839	13,652	17	42	22	20	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Writing Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

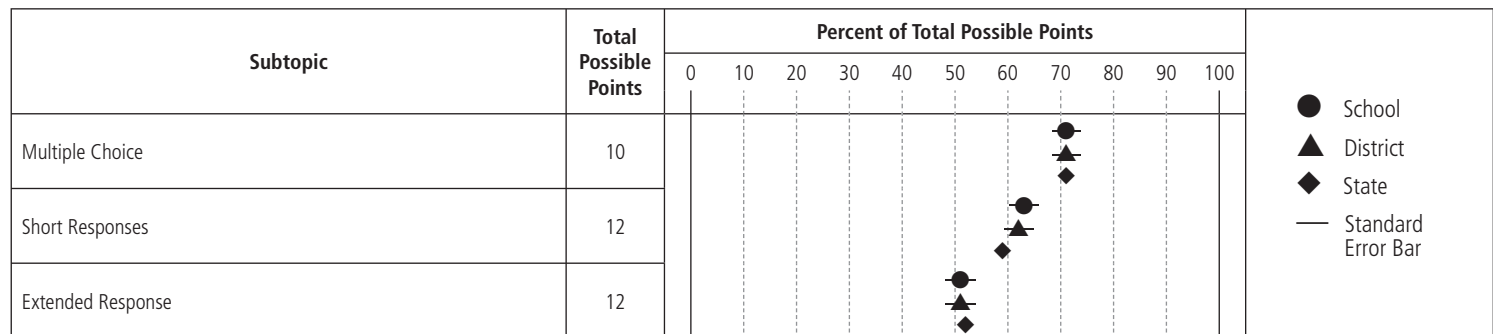
Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL 2008-09 2009-10 2010-11 Cumulative Total	297	5	3	289	29	10	138	48	87	30	35	12	840
DISTRICT 2008-09 2009-10 2010-11 Cumulative Total	306	8	5	293	29	10	139	47	88	30	37	13	840
STATE 2008-09 2009-10 2010-11 Cumulative Total	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840





Fall 2010 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2010-2011

Disaggregated Writing Results

School: Lewiston Middle School
 District: Lewiston School Department
 State: Maine
 Code: 1088-1285

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	297	5	3	289	29	10	138	48	87	30	35	12	840	293	10	47	30	13	840	13,904	7	46	37	10	840
Gender																									
Male	148	3	2	143	10	7	55	38	55	38	23	16	837	146	7	38	38	16	837	7,227	3	36	45	15	836
Female	149	2	1	146	19	13	83	57	32	22	12	8	843	147	13	56	22	9	843	6,677	12	55	29	4	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	6	0	0	6										6						186	7	40	40	13	838
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						155	5	43	39	13	838
Asian	1	0	0	1										1						158	17	49	32	2	845
Black or African American	62	2	1	59	3	5	21	36	22	37	13	22	836	59	5	36	37	22	836	373	2	33	49	16	836
Native Hawaiian or Pacific Islander	0	0	0	0										0						12	17	58	17	8	844
White	225	3	2	220	25	11	113	51	62	28	20	9	841	224	11	51	28	10	841	12,926	8	46	37	10	840
Two or more races	1	0	0	1										1						94	3	47	38	12	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	38	2	1	35	0	0	7	20	19	54	9	26	832	35	0	20	54	26	832	289	1	29	55	15	834
Former LEP student - monitoring year 1	2	0	0	2										2						14	29	50	21	0	849
Former LEP student - monitoring year 2	1	0	0	1										1						19	21	53	26	0	848
All Other Students	256	3	2	251	28	11	129	51	68	27	26	10	841	255	11	51	27	11	841	13,582	8	46	37	10	840
IEP																									
Students with an IEP	44	3	2	39	1	3	2	5	18	46	18	46	827	43	2	7	44	47	827	2,124	<1	11	50	39	829
All Other Students	253	2	1	250	28	11	136	54	69	28	17	7	842	250	11	54	28	7	842	11,780	9	52	35	5	842
SES																									
Economically Disadvantaged Students	176	3	2	171	11	6	74	43	58	34	28	16	838	175	6	43	34	17	838	5,828	3	36	45	15	836
All Other Students	121	2	1	118	18	15	64	54	29	25	7	6	843	118	15	54	25	6	843	8,076	11	52	31	6	842
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	297	5	3	289	29	10	138	48	87	30	35	12	840	293	10	47	30	13	840	13,901	7	46	37	10	840
Title I																									
Students Receiving Title I Services	65	0	0	65	0	0	28	43	31	48	6	9	837	65	0	43	48	9	837	1,073	4	30	53	13	836
All Other Students	232	5	3	224	29	13	110	49	56	25	29	13	841	228	13	49	25	14	841	12,831	8	47	36	10	840
504 Plan																									
Students with a 504 Plan	5	0	0	5										5						328	3	39	48	11	837
All Other Students	292	5	3	284	29	10	138	49	84	30	33	12	841	288	10	48	30	12	840	13,576	8	46	37	10	840

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.